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ABSTRACT

History advisory councils provide a means for incorporating career development and professional experience into the functioning of a history department. The nature of these councils is essentially advisory, focusing on the application of history in nonacademic settings. History advisory councils help to ensure that a market-oriented element is included in the curriculum of the history department. These councils also can help to forge a stronger relationship between the educational institution and the community at large. This report details the advantages of history advisory councils and the means by which they may be developed. The information focuses primarily on history departments at the postsecondary level, although mention is made of application in secondary and elementary settings. Guidelines are presented to aid in the organization of councils and typical functions of councils are described. Additionally, prominent concerns regarding the establishment of history advisory councils are addressed and an extensive list of supporting resources is given. (CK)

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ED 378 088

On History Advisory Councils

Why your department should have an advisory board, and how to set one up

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RURAL ROUTE #1, BOX 679
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Foreword

For years history faculties in departmental meetings and the profession nationally have debated the various career opportunities available to their present and future students. Usually this discussion occurs in a vacuum and usually with a decidedly academic bent.

Advisory councils can be a very effective way for a department to develop and maintain links with the broader world beyond the academy. The council can provide a healthy outside perspective on a department's program for the present and future. It can open doors, identify opportunities, counsel, fund raise. It can even go to bat for the department's needs.

I have had two good experiences with advisory boards as part of a history program. Between 1978–83, I directed a ten–state K–12 local history/material culture curriculum development project with the support of the National Endowment for the Humanities. The project was guided by a sixteen member board of advisors drawn from the pilot project states and elsewhere. The national acclaim received by the Mid–South Humanities Project is due in large part to our advisory council.

When the State of Tennessee created the Center for Historic Preservation in 1984 as one of the first of its nationally–recognized centers of excellence, I immediately established a National Board of Advisors to review plans, discuss issues, identify opportunities, critique and evaluate completed projects. The board meets once a year, with all travel supported by the Center. Its contributions have been continuous and substantial.

Center graduate research assistants and staff, who make presentations and participate in the dialogues of the meeting, find that the annual meeting helps them maintain a good handle on the real world we serve on issues related to the stewardship of our heritage. Throughout the year, board members provide continuing additional assistance to the Center.

I have found that advisory boards cam be immensely helpful to history programs wanting to link their teaching, research, and public service missions to the world beyond the campus. I encourage every department to give them a try!

James K. Huhta
Director, Center for Historic Preservation
Middle Tennessee State University
Murfreesboro, Tennessee 37132

Introduction

How to link the study of history to students' future careers? What is the most effective way to orient faculty members on the applications of history in private enterprise or public service? Can history departments educate potential employers about uses of the past?

History Advisory Councils serve these and allied purposes. Councils introduce specific, timely information tailored to individual students' and teachers' needs. Councils place the expertise of knowledgeable individuals at the service of history departments, at a cost within their means. Councils provide continuity and support a department's institutional memory.

The following guidelines provide an approach to organizing an Advisory Council. Basic concepts are outlined, and support activities identified. Essential steps required to create and run a Council are given. Problem areas as well as benefits are flagged.

Individual department's resources will control approaches to forming Councils. Titles themselves may vary: "Advisory Councils," "Boards of Advisors," "History Advisory Boards," are offered as alternatives. Whatever designation or structure is selected, action should be taken. Reach out—for your students' sake, as well as your own enrichment.

Reasons to create a Council are as varied as its purposes. For one, a Council provides a cost-effective means of introducing useful information and technical assistance. If you have other means of achieving similar benefits, do so. Be sure to let other departments of history know your methods.

It is a misconception to think that history students don't follow business careers. Professionally, what do history BA's do? They certainly do not all go on to teach history. Recent total annual history MA's conferred represent only about 10% of total BA's; Phd's represent less than 3%. There were approximately 20,000 history BA's granted in 1988/89. It is reasonable to assume a sizable proportion of them entered business upon graduation. For those who take advanced degrees and intend to practice as public historians, business career advice in imperative. No less, those who do go on to teach need an understanding of the relationship between history and business.

If the discipline of history matters, something must be done to promote historical thinking in all pursuits. The trend of history graduates as a percentage of total graduates in the U.S. is depressing, declining from approximately 5.5% to less than 2% over the last twenty years. This is a decrease of 69%! Examine your pet peeves with public officials or business leaders—how may times have you said they have no sense of history. How are you, as teachers, reaching for a solution? What are your priorities in serving your students? Wouldn't a Council help you be more effective?

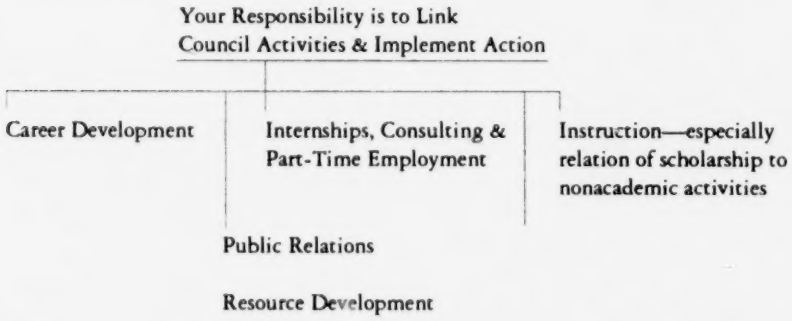
I. Purpose

History Advisory Councils are service organizations that sit for the benefit of the department: their purpose is to strengthen the means of educating students and teachers of history. As suggested here, the nature of a Council is essentially advisory, focused on the application of history in nonacademic settings. Emphasis may be directed to any of the following activities:

- Identify career and job opportunities for graduates in history.
- Counsel students and faculty on nonacademic career planning.
- Review the curriculum in light of career requirements.
- Provide the department advice on long-range planning.
- Assess ways and means to fund history projects.
- Analyze the uses of the past in nonacademic areas.
- Promote the department, its graduates, and the study of history.
- Serve the department in such related capacities as may be required.

Administration of an Advisory Council need not be onerous. A Council needs no formal incorporation, or legal status. Most probably, it will have no official authority within the institution. No full-time employees are necessary; occasional clerical help can support the typical Council. Modest levels of funding are generally required.

History Advisory Councils can support history departments in many ways. Some, or all, of the activities shown below may be appropriate for a Council's regular duties. Others, such as internships or consulting, may best fall under the direct control of the history department, with the occasional advice from the Council. Alternately, individual Council members may be called on to provide expertise for special needs, as determined by the department.


Your Responsibility is to Link
Council Activities & Implement Action
Career Development
Internships, Consulting & Part-Time Employment
Instruction—especially relation of scholarship to nonacademic activities
Public Relations
Resource Development

II. Activities

Activities of a History Advisory Council may include:

Career Development:

Career planning—Investigate and report on the uses of history in nonacademic settings, identifying career opportunities for graduates in history. Provide career planning advice to students and faculty; act as liaison to other university career advisory units. Discuss jointly with academic advisors and students decisions on major and minor subjects. Identify long-term employment trends upon which to base career decisions.

Job placement—Provide students with advice on employment requirements such as education, skills, prior work experience, and extracurricular activities. Counsel on employment opportunities, job seeking techniques, resume preparation, interviewing techniques, networking and related activities. Maintain a data bank of employment information; provide liaison with college placement services. Provide students with personal introductions to prospective employers.

Career & History Fairs—Organize and promote special efforts for history graduates at college career fairs. Maintain contact with potential employers to assure maximum participation in these events. Participate in organizing history fairs (consider joint-ventures with local secondary schools).

Internships, Consulting, and Part–Time Employment

Student internships—Support internship opportunities by identifying internship sources, screening candidates, and helping to monitor student progress. Identify funding sources if host institutions are unable to pay interns. In many Public History Programs, student internships are required, if not highly recommended.

Faculty internships—Identify internships for faculty members; review and advise on benefits. Although more difficult to secure than student internships, faculty internships can provide valuable insight and training.

Consulting assignments—Advise faculty on aspects of consulting business, helping to identify markets for historical consulting, presenting sales techniques, and counseling on other aspects of management. Faculty consulting assignments, which may include student involvement, is a demanding, if potentially rewarding, activity.

Part-time employment—Develop summer; part-time employment opportunities for students. Besides identifying sources of employment, Council members can advise students on part-time employment and its relation to long-term career goals.

Instruction:

Lectures, seminars, & special sessions—Organize and speak at lectures, seminars, or occasional talks to students. Topics to be developed in close coordination with the history faculty. Maintain close contact with faculty members on content of lectures and method of delivery. Stress such themes as the relation of scholarship to specific nonacademic activities. Promote attendance at these sessions throughout the university.

Scholarly & professional conferences—Advise faculty about attending conferences in disciplines supporting the department's curriculum. Guide students and faculties at conferences, making introductions and opening access to participation on future programs. Professional conferences could include such information management (all specialties), engineering and architecture (historic preservation programs), etc.

Executive-in-Residence programs—Establish and support Executive-in-Residence programs. Bringing executives on campus for term, whether retired or on leave, can be highly beneficial. Executives cannot only lecture on skills needed in business, but can direct their own managerial talents to help organize and run a History Advisory Council.

Interdisciplinary course work—Suggest appropriate fields for inter-disciplinary course connected with nonacademic applications. Members also can provide liaison with other departments to set up joint programs. Such course work is particularly effective when structured with Public or Applied history careers in mind.

Curriculum review—Review the history curriculum with faculty members, providing advice on its relation to nonacademic careers. Both content and process should be considered. Recommend readings; advise on business skills and techniques applicable to study (statistical, quantitative, analytic). Such a review can serve equally the development of good scholarship and a rewarding professional life.

Special academic projects—Suggest and implement special academic projects such as preparation of histories or historical exhibits for local businesses, agencies, and institutions. Select topics for student research projects; advise on sources of background information, provide access to corporate archives; guide and evaluate project. Note that projects requiring group cooperation are especially effective.

Public Relations:

Internal public relations—Promote the goals of the department within the university community—administration, services such as career development and placement, and the university development office.

External public relations—Promote the department, its faculty and students outside the university. Efforts to promote the value of history and history graduates should be directed to private enterprise, public agencies, nonprofit institutions of all sorts, including professional societies. News stories concerning history department achievements should be provided local newspapers and professional journals. Contact television stations concerning public service announcements and special coverage of history students' projects.

Resource Development:

Financial resources—Advise on methods of providing supplementary resources for the department, including fund-raising techniques and investment strategies, university policy permitting.

Physical resources—Advise on methods of providing non-monetary contributions such as books, equipment for information processing and multi-media presentations, personal computer software, or special material required for the conduct of courses. Provide access to training films and other corporate training facilities. Review department's space needs; recommend alternatives.

Intangible resources—Review department's programs in light of general needs; provide assistance in program planning and implementation.

Information resources—Organize an Information Center for the department; assemble a job bank. Teach student and faculty automated literature search techniques. Help compile bibliographies of reference books for career guidance; prepare lists of useful professional associations, technical literature. Organize a clipping service to document names and nonacademic positions of history graduates; profiles of industries employing graduates in history. Maintain a speakers' bureau.

Human resources—Recommend strategies for attract students and faculty to the department; providing assistance in departmental staff planning. Advise faculty about current nonacademic practice in such areas as motivation, training, and personnel evaluation.

History Advisory Councils do require thought, time, and action from faculty members. Only the personal, persistent support of the Chair and of individual teachers can sustain meaningful activities.

Some issues require special attention. These include:

Undergraduate vs. Graduate Councils:

History Advisory Councils may serve both undergraduate and graduate programs, but expansion of focus will be required as the degree level rises. For undergraduates, there will be a need for general advice. For graduates, specific skills and interests should be addressed in greater detail; more individual counseling undertaken.

Regional Councils:

In the event that there is no possibility of forming a Council at your institution, a regional approach should be considered. A Council could be organized for several colleges or universities joined in a consortium. Even a state-wide Council could be considered, perhaps coordinated with the State Historical Officer's activities. Granted, the impact of regional bodies on students would be diluted, but some effort is better than none at all.

Determining a Department's Profile:

The process of forming a History Advisory Council should in itself be a productive activity. It begins with your definition of the department's academic strengths and weaknesses.

What is the department noted for: Area studies? Teaching of quantitative methods? Emphasis on scientific, or technological history? Teaching students the basics—and a sense of—history?

It is essential to decide which (and how) strengths relate to possible careers for graduates. Without knowledge of market requirements, your initial analysis will only be conjectural. Do not let this deter you. Members of the Council will need your evaluation, no matter how unproven, upon which to build their own recommendations.

Examine the strengths and weaknesses of faculty members before selecting Council members. Who can run meetings effectively? Who has contacts in nonacademic circles, and can compile an initial list of potential members? Who could best interpret curriculum needs to Council members? Who has talent in counseling students? The structure of an Advisory Council follows the profile of the department.

Establishing and Achieving Objectives:

Detailed goals of each History Advisory Council will vary with individual department's strengths. Before establishing firm objectives, rough out a few, modest short-term goals, ones that can be reached with certainty. Initial success is important for your own morale and credibility.

Plan these short-term goals in some detail. Ask members of your department to critique your first agenda. Establish with precision you intend to achieve during the coming meeting. Define goals with care—unless you set targets, you will not be able to monitor results effectively. Do not overlook details: How exactly will the meeting be conducted? Review conceivable problems and objections to your goals. Consider various solutions in advance; weigh their costs and benefits. Prepare yourself thoroughly. Effort and attitude can do much to motivate other members of the Council.

Market Research:

Once you have determined what it is you as a department (and as individuals) have to offer, examine the market conditions you confront. What market conditions exist in your locale? What industries, public agencies, and nonprofit organizations? What are the employee requirements; how can they apply knowledge of the past in their operations; how would their impact be strengthened by the expertise your department offers? Why, in short, does history matter?

Make sure all meetings end with specific conclusions and recommendations for continuing action. Appoint a Secretary. Commit ideas to writing in summary form. Keep records accessible to all members.

An effective Council requires faculty participation. Not every member has to be involved actively, but all should be aware of Council activities. Faculty members active in research methods and career advise should definitely be involved.

Nothing will happen unless you take action. Do not fear having to change directions if initial moves are not successful. Consider your oversights and readdress the essential problems. Your worst enemies are isolation and apathy.

Student Involvement:

Students should be an integral part of History Advisory Councils. Councils are, after all, set up primarily for their benefit. While they may not serve on the Council itself, students may participate in Council activities:

- Student presentations should be included in most Council meetings. Student briefings and presentations can both inform members while providing "real life" exercises in exposition.
- Students can contribute to department newsletters and reports on Council activities.
- Students should take it upon themselves to organize special sessions for Council members to detail their own projects. They should also request advice on course work, job opportunities, resume writing, and related topics.

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Membership:

Keep the number of members to a manageable level. Groups of more than one dozen tend to be cumbersome. Assure history department representation; consider maintaining a ratio of no more than 6:1 between outside members and department representatives. The department, not the invited members, must set the tone of meetings.

Local vs. Geographically Distant Members:

Requirements of your program may dictate the specialty of individual members. Geographical proximity is clearly fortunate—and will significantly lower the cost of meetings. It also can help in securing internships and local consulting assignments, or employment. Consider asking a few highly skilled individuals with access to national employment markets to serve, whatever distance is involved.

While there may be cause to invite individuals to join the Council for prestige value, concentrate on attracting members who have time, ability, and willingness to work. Members' skills should reflect the special focus of the department. Innovative individuals who can both make practical suggestions about your specific concerns and deal effectively with students make excellent candidates. Above all, select individuals who share an enthusiastic respect for history, and for learning.

Terms of Service:

Unless you are willing to have your original selections serve indefinitely, invite individuals for a fixed term of service. Consider minimum terms of two or three years; members need time to work together effectively. Special provision for reappointment of exceptional individuals can be made by appointing special long-term committees, or positions. Dropping unproductive members from a Council is an embarrassment, but a necessary one. Revolving terms can mitigate most difficulties involved.

Prospective members should be aware of any conditions attached to terms, before appointment. A written description of the Council's goals should be given them, including a clear statement of minimum participation expected.

Recruiting Members:

Identifying potential Council members can be a productive exercise in itself, an opportunity for market research.

Set up meetings with prominent citizens in your area to explain the idea of a Council. Seek advice for additional candidates. Depending on your department's emphasis, consider these sources:

- Local businesses (see listings from Chamber of Commerce, "Yellow Pages," and State Development offices)
- Government agencies
- Historical societies
- Museums; libraries
- Professional Associations (Bankers', Bar Associations, etc.)
- Service clubs (Kiwanis, Lions, Rotary, etc.)
- Retired executives; retired executive service corps

Graduates of your own program are both prime candidates for Council membership and sources of additional names. If you publish a history department newsletter, devote an issue to explaining your concept of the Council, and solicit suggestions for names of participants. If you cannot publish a newsletter, appeal to your institution's Development Office for support to publicize and establish a Council.

Submit articles on your Council plans for distribution to university alumni publications and local news media.

Rewards:

History Council members should not expect monetary profit for their service. However, some form of reward is essential. Individuals who give valuable time and ideas should be told you appreciate their services. The value of their contribution also should be recognized in some tangible way.

Try to indemnify members for out-of-pocket meeting expenses. Reimburse transportation costs and hotel expenses, when overnight arrangements are required. If adequate funds are available, consider a modest honoraria.

Above all, offer some form of non-monetary remuneration, even if no more than a simple expression of gratitude. This could be a letter of thanks signed by the president of the university. Present members who have done outstanding work with a copy of one of your own history texts. Report on Council activities in school or local papers. Include names of all those involved. Identify an expression of thanks that has personal meaning for Council members, but remember that one person's reward may be another's punishment; private thanks may be preferable to public expressions. Also consider gestures such as: invitations to other university functions, requests to address student-faculty groups, or special invitations to attend scholarly organization meetings.

IV. Direction

Administration:

Before forming a Council, administrative services should be assured. These services need not be extensive. However they must be performed accurately and punctually. The Council Chair's reputation as a manager will be judged by tangible evidence of administrative efficiency. Administrative services include:

- Maintaining lists of names and addresses.
- Typing/processing periodic letters, reports, and statements.
- Providing facilities and services for meetings.
- Establishing a focal point for communications.

Access to a personal computer is essential. Software should include word processing, data base, and spreadsheet applications. Hardware components need only include a Central Processing Unit, keyboard, monitor, and a printer.

Above all, answer inquiries promptly! For some regrettable reason, historians tend to be lax about responding to correspondence.

Reference Material:

Build a reference library of material, in addition to lists of names. Write each organization for annual reports, sales literature, information filed with the Security and Exchange Commission, and other descriptive material prepared by the firms' public relations department. Search news-related data bases for news items about the firms. Contact professional associations; garner their membership lists for names of members employed by target organizations.

While you will undoubtedly wish to hold back-issues of publications from historical associations such as the American Historical Association and the Organization of American Historians, round out your collection. Include journals focusing on specific history-related activities, such as:

Business History Review
History News
Preservation News
The American Archivist
The Public Historian

Do not neglect journals that provide a broad view of the economy and of the information industry (historians are, or should be, quintessential information managers). Besides regional business publications, representative journals to consider include:

Fortune
Journal of the American Society for Information Science
The Economist
The Harvard Business Review
The Wall Street Journal
The Ziff–Davis publications (includes PC Magazine, MacUser, etc.)

Planning and Budgeting:

Assign students to research activities: build files of clippings for background information. Supplement information with research on future prospects such as growth and market share. Encourage students—particularly those approaching corporations for employment—to ask searching questions that can benefit your department's long-term goals. Following the interviews, brief reports should be written, cross-indexed, and filed for future reference.

Viability of an Advisory Council depends upon careful financial planning. Quantify your assumptions; develop annual projections for all income and expenditures. State the basis for underlying assumptions, so members can review the projections for reasonableness. A personal computer-based spreadsheet program can be an excellent vehicle for such planning.

Consider the following items in your initial draft budget:

ITEM	Projected Cost of Council Meetings	
	Minimum	Maximum
TRAVEL & LODGING		
Airfare/auto	$_____	$_____
Lodging	$_____	$_____
FOOD		
Meals & refreshments	$_____	$_____
ADMINISTRATIVE		
Clerical	$_____	$_____
Office supplies	$_____	$_____
Copier	$_____	$_____
Other office equipment	$_____	$_____
Postage	$_____	$_____
Telephone	$_____	$_____
OTHER		
Honorarium	$_____	$_____
Other direct/indirect costs	$_____	$_____
TOTAL	$_____	$_____

Funding:

A modest level of funding for Council activities is desirable. Initial sources may well have to be furnished by the department, or the university. These need only be minimal—enough to cover phone calls, and a meal. Students can contribute some time and effort to provide secretarial and administrative assistance.

It is preferable to have organized your Council before seeking outside assistance. Your own internally-generated efforts represent an eloquent demonstration of serious intent. Once the Council is organized, individuals, businesses, and other organizations can be approached for additional contributions. Private sources should be explored before nonprofit or public funding is sought.

Rather than divert the energies of the Council as a whole, establish a special Council Committee for financial advice. Given the presence of experienced business people on your Board, sufficient management talents will be at your disposal to mount a fund-raising campaign.

Fund–Raising vs. Advice:

The primary function of your History Advisory Council should not be raising funds. Successful Council activities will, however, help attract funding. Funds flow to worthwhile ideas: you will attract them if you have convincing plans, and can assure your sources of your ability to carry them out.

Management Style:

Adapt a crisp, businesslike style of management. You are not forming a deliberative body; consensus-building is less important than generating ideas you must implement. The operative verbs associated with a Council's role are "advise," "identify," "review," "assess," "counsel," and "promote." Note that these roles, except for "promote," are reactive activities. It is the department's responsibility to plan, initiate, and sustain action.

Participation of the faculty and the history department Chair is crucial. The Chair must provide visible support for the Council, whether as active service, or by delegating authority for day-to-day activity, but retaining general responsibility. It is also essential that students and faculty are aware of the Chair's support.

Whether the department Chair, or another member of the department manages the History Advisory Council, adequate authority must be vested in the appointed leader to assure material success. Council members will not be motivated unless they know that action will be taken on their advice.

Scheduling and Leading Meetings:

It may be difficult to convene meetings at a time convenient to all. The importance of certain members may be such that special meetings should be called on their behalf.

Having determined mutually convenient dates, notify all members by mail six to eight weeks before meetings. If you expect them to secure most favorable air fares, suggest carriers, and allow for additional time for reservations. Include maps, instructions, and material to review at least two weeks before your meeting date. Always include an agenda of the proposed meeting.

Length of meetings will depend on their frequency. For annual conferences, two-days is probably the maximum realistic period, with departures scheduled for the afternoon of the second day.

Should you hold quarterly or semi-annual meetings, keep them within the two-to-three hour range. Executives, no less than students, have quite short attention spans for intense work.

Lead your meeting. Moderate; do not allow any individual or faction to dominate the meeting—it is you who sets the agenda and the tone. Motivate; your job is to mobilize penetrating intelligence, find solutions, and encourage brevity. Avoid lecturing to your Council's members.

Orient your Council at the outset of each meeting. Consider the following format:

- Goals of meeting
- Procedures to follow
- Brief history of existing problems
- Possible solutions and their likely consequences
- Constraints that should be considered
- Restatement of the meeting's agenda

Monitoring Results:

Monitoring and evaluating are the most neglected phase of most programs. Monitor the results of your Council closely. Make use of experience in the same way you would expect history to be applied in nonacademic settings. Your establishment of milestones in important: know in advance how you will define success or failure. Do not simply analyze and close your evaluation. Draw conclusions and implement new action based on your results.

An effective Council depends on well-informed members. Keep your members abreast of all important developments throughout the year. Write special letters; call members by phone. Communicate—and urge members of your Board to do likewise.

V. Additional Benefits

Under scrutiny, typical objections to forming a Council reveal additional benefits:

Doesn't a Council signal a form of creeping vocationalism?

This is entirely up to you. If you staff your Council with individuals who hold narrow, vocational goals, the advice you receive will be flawed. Research on why history matters in nonacademic settings is not an unworthy, unscholarly pursuit. It is the direction you give the Council that will control its activities and impact.

Aren't career-related matters the domain of career-advisory units?

Do you consider your Career Advisory Unit—should you have one—knows more about the qualifications of history graduates than you? How are these units serving your students now? Councils do not preempt Career Advisory units, they lay the groundwork upon which more specific career advice may be given.

Our college is in a remote location. There is no one within two hundreds miles who could provide this advice.

Qualified advisors live in the most remote parts of these United States. Don't your students have parents? Don't they, and your alumni, visit your campus at least once a year? These are prime candidates, but an even larger pool exists. If only the history BA's granted in the last generation (20 years) were added up, the sum would exceed half a million. To this, add those without history degrees, but who actively support local historical societies, read historical works, participate in historical interpretations. Though they may need some guidance, qualified candidates are available.

Our history graduates get good jobs anyway—why take on such an effort?

Good jobs don't happen to history graduates. The burden of proof has always been on the history graduate to demonstrate the benefits of a history degree in launching a successful business career. I well know what history graduates face when approaching employers: I have been dismissed by personnel directors who considered me suited for teaching, period! History graduates continue to be ill served in the area of career advice. They need help.

This sounds like a good idea, but I just do not have time.

How much time it really will take to organize a Council? Consider actual time, not perceived time. Your perception may be that the work involved is overwhelming. You will be dealing with a group of people possibly new to you, people who you may well have only stereotyped until now. You may view dealing with them an insurmountable difficulty. It isn't, and help is available from the National Center for the Study of History.

VI. Selected Information Sources

Appearing below is a selective list of information sources of use for building a reference section. History Advisory Council members, students, and faculty should all be encouraged to consult this material. They should also be asked to add to it. The names and addresses of organizations shown here are followed only by a partial listing of relevant publications or services; be sure to request complete publications lists. Consult your librarian for additional suggestions.

American Association for Higher Education
One Dupont Circle, Suite 780
Washington, DC 20036
- *Expanding Faculty Options: Career Development Projects at Colleges and Universities*

American Association for State and Local History
172 Second Avenue, Suite 202
Nashville, TN 37201
- *A Guide to Resource Organizations (AASLH Technical Leaflet)*

American Historical Association
400 A Street, SE
Washington, DC 20003
- *Perspectives*
- *Structuring the Past: The Use of Computers in History*

The American Legion Education Program
P.O. Box 1050
Indianapolis, IN 46206
- *Need A Lift: Educational Opportunities, Careers, Loans, Scholarships, Employment*

American Library Association
50 East Huron
Chicago, IL 60611
- *Information Consultancy*

American Marketing Association
250 South Wacker Drive
Chicago, IL 60606
- *Careers in Marketing*
- *Student Job Bank*

American Society for Information Science
8720 Georgia Avenue, Suite 501
Silver Spring, MD 20910–3602
- *Journal of the American Society for Information Science*
- *SIGnews (Newsletters of Special Interest Group/Arts & Humanities)*

Association of American Colleges
1818 R Street, NW
Washington, DC 20009
- *Liberal Education (Bi-Monthly)*
- *Liberal Learning and Careers Series:*
  - *Building Bridges Between Business and Campus*
  - *Faculty Roles in Career Advising of Liberal Arts Students*
  - *Liberal Learning and Careers Conference*
  - *New Links Between General Education and Business Careers*

Center for Historic Preservation
Middle Tennessee State University
Box 80, MTSU
Murfreesboro, TN 37132
- *Does the Past Hold a Future for You?*

The Conference Board
845 Third Avenue
New York, NY 10022
- *Beyond Business Education Partnerships: The Business Experience*
- *The Conference Board Cart Collection*

National Association for
Industry–Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226

- *Industry Education Councils*
- *NAIEC Newsletter*

National Center for the Study of History
Rural Route # 1, Box 679
Cornish, ME 04020

- *Wall/Notebook charts:*
  - *Careers for Graduates in History*
  - *Careers in Information Management*
  - *Business & History*
  - *Insurance & History*
  - *Historic Preservation Family Tree*
  - *Value History!*

National Council on Public History
301 Cavanaugh Hall–IUPUI
425 University Blvd.
Indianapolis, IN 46202–5140

- *A Guide to Graduate Programs in Public History*
- *Careers for Students of History*
- *Directory of Historical Consultants*
- *Public History News*
- *Guide to Continuing Education for Public Historians*
- *"Public History Today" Video*
- *The Public Historian (Quarterly)*

National Society for
Internships and Experiential Education
3509 Haworth Drive, Suite 207
Raleigh, NC 27609

- *NSIEE Experiential Education (Newsletter)*
- *The National Directory of Internships*

National Trust for Historic Preservation
1785 Massachusetts Avenue, NW
Washington, DC 20036

- *Historic Preservation*
- *Preservation News (Newsletter)*
- *Landmark Yellow Pages: Where to Find All the Names, Addresses, Facts and Figures You Need*

Newcomen Society of the U.S.
412 Newcomen Road
Exton, PA 19341–1999

- *Newcomen Notes (Newsletter)*
- *Publications honoring members, directory (forthcoming), fellowships, meetings*

Organization of American Historians
112 North Bryan Street
Bloomington, IN 47408

- *History in Context: A Bibliography about the Teaching of History and Trends in Higher Education*
- *From Job Crisis to Job Opportunities: The OAH/FIPSE Project Careers Packet*
- *OAH Council of Chairs Newsletter*
- *Guides for Departments of History:*
  - *Educating Historians for Business*
  - *Historic Preservation:*
  - *Historical Editing*
  - *Teaching Public History to Undergraduates*

Phi Alpha Theta
2333 Liberty Street
Allentown, PA 18104

Society of American Archivists
600 South Federal Street–Suite 504
Chicago, IL 60605

- *The American Archivist (Quarterly)*
- *Newsletter*
- *SAA Business Archives Newsletter*

Woodrow Wilson National Fellowship Foundation
Box 642
Princeton, NJ 08540

- *Visiting Fellows Program*

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For further information on publications and programs, write:

Robert W. Pomeroy
Director

NATIONAL CENTER
for the STUDY *of* HISTORY
RURAL ROUTE #1, BOX 679
CORNISH, MAINE 04020

TELEPHONE: (207) 637-2873

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